

ECA/OELP MATERIAL SHOWCASE SESSION

Cairo, Egypt January 22, 2007

TITLE	NAME
11:30 INTRO TO THE SESSION	Maria Snarski ELO Turkey
11:35 Books in a Box	Monica Wiesmann-Hirchert ELF Turkey
11:40 Forum	Denise Boyd ELF UAE
11:45 Celebrate Holidays in the USA	Suzie Sims-Fletcher ELF Turkey
11:50 Language4law	Mark Sokkappa ELF Oman
11:55 RFELT CD	Jill Cargile ELF Turkey
12:00 Highlights of American Literature An Early American Reader A Nineteenth-Century Reader A Twentieth-Century Reader American Perspectives	Rohini Parikh ELF Turkey
12:05 Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers	Laraine Altun ELF Turkey
12:10 Landmarks of American Language and Linguistics Vol. 2 American Patchwork	Maria Snarski ELO Turkey

BOOKS IN A BOX

Name: Monica Wiesmann-Hirchert

Host Institution/Country: Ministry of Education - Ankara, Turkey

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Context or Event:

Twenty Anatolian high school teachers in Ankara will be reviewing the titles available in Books-in-a-Box and incorporating selected activities in their classes for 2 ½ months.

Summary of how the publication was incorporated

Participants will select specific chapters and/or activities from diverse publications available in Books-in-a-Box and incorporate them in their lessons. Each teacher will keep one book for a week, review it, select and activity or technique, and implement it in their lesson. For each book reviewed, teachers will fill out a checklist to be shared with others. Participants will swap titles every week in order to have all titles reviewed and a wide range of sample activities implemented.

Evaluation:

Participants showed interest in reviewing new books and in experimenting with new activities. The review checklists will provide detailed information on teachers' reactions to new materials, which will be compiled into one overall review of all titles and newly incorporated techniques to be disseminated to all participants. The final review will serve as a 'catalog' of resources for the teachers who participated in the review as well as their colleagues.

Other comments:

The goal is to have participants review as many books and try as many new activities and/or techniques as possible in 2 ½ months. Teachers are usually concerned about using additional materials to the ones provided by the ministry of education. I believe this will be a good opportunity to show that supplemental materials can easily be incorporated in their lessons while still adhering to curriculum and national guidelines.

LIST OF BOOKS IN BOX TITLES

<p><u>Teacher Reference/Methodology</u> A Course in Language Teaching A Course in Language Teaching Trainee Book Grammar Practice Activities The ESL Miscellany Five-Minute Activities for Business English</p> <p><u>Dictionaries</u> Oxford Dictionary of American English with CD Rom Oxford Dictionary of Collocations</p> <p><u>Picture Dictionaries</u> Oxford Picture Dictionary Monolingual Oxford Picture Dictionary Teacher Book with 2 cassettes Oxford Picture Dictionary Classic Classroom Activities</p> <p><u>Listening, Speaking, Reading, Writing</u> Do as I Say Discussion Starters Learning Computers, Speaking English Essentials of English Essentials of Writing Write to be Read 2e Write to be Read Teacher's Guide 2e</p>	<p><u>Grammar</u> Three Little Words (articles) The Modal Book The Ultimate Phrasal Verb Book The Ins and Outs of Prepositions Shenanigames (Grammar Focused Interactive Games) Grammar Practice Activities</p> <p><u>Vocabulary</u> Building Academic Vocabulary Getting a Fix on Vocabulary</p> <p><u>Pronunciation</u> Pronounce it Perfectly in English Small Talk Small Talk cassette</p> <p><u>Authentic Materials</u> National Geographic Student Atlas of the World Inflatable globe World map</p>
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FORUM

Name: Denise Boyd

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Context or Event:

Any teacher training workshop/event.

Summary of how the publication will be incorporated

All of Forum can be used: articles and Lesson plans. Basically, teachers will be encouraged to form supportive professional development/continuing education regional study groups using English Teaching Forum as a guide for discussion. I am using the examples of ET Forum lesson plans to demonstrate how teachers can approach a supportive group. ET Forum comes out quarterly which lends itself to quarterly get togethers of the study group. For example, from Volume 44 Number 3 2006, group members will all adapt the lesson plan "Quilting with Language" to their respective teaching situations. Then at the next study group meeting they can discuss the lesson and any adaptations that were incorporated and compare notes. What worked? What didn't? And why? Additionally, given time constraints and interest, one of the articles in the current issue can be discussed, again with an eye toward local situations and issues.

Celebrate Holidays in the USA

Name: Suzie Sims-Fletcher

Host Institution/Country: Muğla University, Turkey

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MARTIN LUTHER KING DAY

<http://exchanges.state.gov/education/engteaching/mlkday.htm>

Context or Event: Ongoing series: Holiday Happenings

Once a month presentations at high school (although primary has also been done) usually English courses. 35 students 1 teacher per class with one colleague assisting. On one occasion three classes were combined for about 100 students and 4 teachers. The presentation usually lasts from 15 – 30 minutes – very adaptable.

Summary of how the publication was incorporated

Examples of seminar topics

October: Halloween

November: Thanksgiving

December: Holiday Season

January: New Year's, MLK

February: Valentines Day

March: St. Patrick's Day

April – April Fool's Day

May: Memorial Day, Mother's Day

June: Father's Day; early July 4

Narrative theory states (generally) that we learn in stories, with beginning, middles, and ends. In this seminar, it is easiest/best to have the STORY in mind. What do you want to tell?

In addition to having read the text and sharing it with the classroom teacher, I have some additional “fun” stuff: Halloween costume, Santa Hat, Pictures from the OELP picture card set (Indians and Pilgrim picture, for example), song, word search.

Following the communicative lesson format – starting with an icebreaker/chat, target words, and a definite objective for what the students should be exposed to (hearing English, KNOWING the terms, KNOWING the holiday, CLARIFICATION on common misconceptions, etc.)

I do like to leave the teacher with a follow up activity as well as copies of anything that I used/relied on/referred to.

Evaluation:

I have had overwhelmingly positive response, having been invited back over and over – and asked to speak to more and more classes – and additional schools.

Other comments:

HAVE FUN! If you are having fun, they will have fun. When it's fun, learning is easier. This series gives something for the English *to hang onto*.

A little over the top acting goes a long way – and don't forget to *connect* with your audience- walk among them when possible.

LANGUAGE4LAW

www.language4law.org

Name: Mark Sokkappa

Host Institution/Country: Ministry of Justice, Oman

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Context or Event:

Will be presenting at Ministry offices throughout Oman in late January, have shown it to regular students so far, about 10

Summary of how the publication was incorporated

I had participants (those trained in law) discuss the pages and exercises as we went through the web site in a meeting separate from our class.

Evaluation: Most wanted a copy or went to the website after the presentation and register for self-access.

LANGUAGE4LAW INFO

Language4Law is a non-profit organization sponsored by the U.S. Department of State and the CEELI Institute, Prague. Its mission is to upgrade legal and legal English education to meet a growing need for linguistically competent professionals in Central and Southeast Europe by providing cutting edge multimedia materials for use by educators, administrators, governments, and business people in the region

The program is designed for both practicing professionals and students who want to improve their law and language skills. The focus is on language with the addition of a comparative element in the case study approach that provides a component of practical legal education for university students and an interesting review of regional laws for legal practitioners.

The L4L website (www.language4law.org) will give you an overview of the project. However, in brief, here is what is exciting:

1. Combination of lawyers and linguists from multiple countries to write the content.
2. Ease of use and interactive interface for the content via our tech platform.
3. The promotion of rule of law through language training.
4. The adaptability of the modules by teachers to reflect the needs of their students.

To preview the site, you have to have Macromedia FlashPlayer 8 (a free download). Then, go to www.language4law.org. Register for the demo access and your login and password are immediately valid. Enter them in the top right corner and take a look at what we have done.

Please feel free to contact the site developer, Dr. Debra S. Lee at e-mail: [<debraslee@yahoo.com>](mailto:debraslee@yahoo.com)

RFELT CD

Name: Jill Cargile

Host Institution/Country: Turkish American Association, Turkey

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Context or Event:

Integrating Skills Art History Lesson with Authentic Materials--teacher training seminar at TAA--20 participants

Summary of how RFLET can be/was incorporated

Multimedia--Voice of America--Georgia O'Keefe

Listening to biography of O'Keefe

Other comments:

Teacher Training Seminar: (one hour)

Integrated Skills Art History Lesson Using Authentic Materials

AND

Teaching Reflection of Lesson

Georgia O'Keeffe—Her Life and Art

Prepared by Jill Cargile, National ELF Coordinator, Turkey

Age: High School to Adult

Lesson aim:

- to increase fluency by listening to and reading authentic materials
- to have a class discussion and write a summary of a biography of Georgia O'Keeffe
- to engage students in idea of artists' relation to art

Equipment Needed:

- computer with speakers suitable for classroom listening
- RFLET CD ROM
- Handout of O'Keeffe biography (from O'Keeffe Museum website) with questions
- Handout of summary assignment

Lesson:

- Teacher opens with question about art and artists, soliciting student favorites
- Teacher writes "Georgia O'keeffe" on board and asks students what they know about this artist.
- Teacher shows selection of O'keeffe's art (from printouts from websites or from internet if available) and asks for student comments on art—subjects, style, place, etc.
- Teacher plays audio segment from Voice of America (from RFLET CD ROM)
- Teacher gives students handout of questions on audio segment and re-plays
- Students work in pairs to complete questions
- Teacher gives students O'keeffe biography handout and has students read silently.
- Students summarize main points of O'keeffe's biography in their own words
- Students in turn write key points of O'keeffe's life on the board
- Culminating Activity—teachers in pairs create the best culminating activity for this lesson and share with group

Follow Up Teacher Reflection:

- Discuss whether this lesson succeeds in providing integrated skills? How could it be improved or expanded?
- Were students actively engaged in the activities?
- What aspects of authentic materials do you find useful in teaching? Are there any drawbacks? How can these be overcome?

For online viewing of O'Keeffe's art:

<http://happyshadows.com/okeeffe/>

<http://www.okeeffemuseum.org/index.php>

Highlights of American Literature, An Early American Reader, A Nineteenth-Century Reader, A Twentieth-Century Reader, and American Perspectives

Name: Rohini A. Parikh

Host Institution/Country: Selcuk University, Konya, Turkey

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Context or Event: 1st, 2nd, and 4th-year English Literature and English Education students. The book

Summary of how the publication was incorporated

I have used several of the short stories, poems, and excerpts from the readers in the classroom and for examinations.

Evaluation: I think the materials have been well-received and have led to interesting and thought-provoking class assignments and class discussions.

**Dialogue Journal Writing with Nonnative English Speakers:
A Handbook for Teachers**

Name: Laraine Altun

Host Institution/Country: Istanbul Technical University, Turkey

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Context:

I use the ideas in this book weekly with my class of 15 advanced TOEFL students

Summary of how the publication was incorporated

I have class for three hours twice a week, for a total of six hours, and I have the students do journal writing on one of those days at the beginning of class. They free-write for 10-15 minutes; their writing is not corrected or graded. I respond by writing my thoughts and reactions, and sometimes questions, on their papers while they are involved in another activity, and return the papers to them before the end of class, so they get an immediate reaction. The book explains that the writing should be like a conversation that students should initiate, with their own questions and ideas as the subject.

Evaluation: Overall the activity has been very successful, both in terms of getting students to write and even more in enhancing the student-teacher relationship. The Turkish students don't like to write formal essays, but don't mind the free writing (as much). It's a good opening activity, to get the students minds on learning and communicating in English.

Most of all, it has provided an opportunity for personal, individual teacher attention for each student. I have learned many things about my students' thoughts, lives, and concerns that I couldn't have known otherwise. I believe this strengthened relationship carries over to improve classroom discipline and instruction.

I had to adapt the "dialogue" nature of the activity, however. Several of the students, when told to write about whatever they wanted, claimed that they couldn't think of anything. I finally began giving a few ideas for topics, always including "a topic of your choice" as one of them. This also worked well on a few occasions when I asked the students about controversial topics in the news. Some of them did not want to address these subjects, so giving them a choice was helpful.

Landmarks of American Language and Linguistics Vol. 2

American Patchwork

Name: Maria Snarski

Host Institution/Country: ELO, Turkey

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Context:

A one-week intensive teacher development/training program.

Summary of how the publication was incorporated

I used Landmarks Vol. 2 and American Patchwork as the textbooks for the week. I gave 'model' presentations from both books the first day as outlined below with the intention that participants would work preview the books, select an article or story, work together in small groups, and prepare a similar presentation to mine. I recorded the main points that came up in discussions and distributed them at the end of the week.

Landmarks “Second Language Acquisition.

Explain the main points,

Give examples of how the main ideas/practices relate to various contexts or teaching

Posed pointed questions based on article to participants about their context.

American Patchwork (any short story)

Summarize the story

Pull out main cultural points embedded in the story.

Elaborate on the various sentences that are culturally loaded: ask participants what they might mean

Elicit information about participants’ local culture and how it might be different/similar to what that found in the story.

Evaluation: I remember being surprised how involved students got with the week of activities and just how interested they were to read and discuss what I had thought might be either too hard or perhaps too ‘boring.’ It was quite a successful format.

FORUM

Hard copies and

<http://exchanges.state.gov/education/engteaching/eal-foru.htm>

Context or Event: any teacher/training event for which you are introducing/showcasing Forum

Summary of how the publication was incorporated. Used in many ways (warm up, opening, closing, for fun!). even use little prizes, Put the questions on a powerpoint and asked the audience to call out answers. Then I showed the next slide with the answer.

Evaluation: went over very well!

Forum Magazine Quiz (example)

Questions

1. What has often been called the only art form that originated in the United States?
2. Who created the architectural master plan for Washington, D.C. and when?
3. Who were the Wright Brothers?
4. What is the largest library in the world?
5. In what decade did the hamburger become common in American restaurants? What did it cost then?
6. According to Susan B. Anthony who worked for women’s rights in the 1890s, what was the one thing that did more to emancipate women than anything else in the world
7. Which state in the U.S. can be described with the superlatives: biggest, tallest, longest, most and fewest?

ANSWERS

1. Jazz music (*Forum* Vol. 41, No. 1, January 2003, page 47)
2. Pierre L’Enfant, a French immigrant, artist, engineer, who had been a soldier in General George Washington’s revolutionary army. In 1789. (*Forum* Vol. 42, No. 2, April, 2004, page 47)
3. Orville and Wilbur Wright invented a first airplane with a controlled powered engine in 1903. (*Forum* Vol. 42, No. 1, January 2004, back inside cover)
4. The Library of Congress in Washington DC. It contains more than 800 km of bookshelves, and houses nearly 19 million books (a total of 126 million items). More than 1 million people visited the Library of Congress last year. (*Forum* Vol. 41, No. 3, July, 2003, inside back cover)
5. 1920s. It cost 5 cents then. (*Forum* Vol. 40, No. 2, January 2002, page 26)
6. The bicycle. It gave women a feeling of freedom and self-reliance. It required a new type of clothing for women: bloomers (pantaloon). (*Forum* Vol.39, No. 3, July 2001, page 47.
7. Alaska. It has the biggest territory, the tallest mountain (Mt. McKinley), the longest coastline, the most glaciers (5,000, with two of them are larger than the state of Delaware), and the fewest people per square kilometer. (*Forum* Vol. 40, No. 3, July 2002, page 47).

SHAPING THE WAY WE TEACH ENGLISH

Manual, CDs and project templates, and a small model of the University of Oregon On-line course
Black Board system

Name: Stephanie Cole

Host Institution/Country: ENS RABAT, MOROCCO

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Context or Event:

At the moment the implementation of the material is on an on-going basis. I have used the idea of the University of Oregon's Black Board system and created a mini version through Yahoo – modeling the types of activities that were used for the “Shaping” pilot course – examples such as on-line discussion forums, links to other websites, videos, assessments and continuous projects (templates from the “shaping” course)- Along with various reading materials from the “Shaping” course and activities.

This is currently being used at the institution of teacher training where I am training a total of 45 teacher trainees. Such implementation is being used in my computer training courses and the Methodology and Approaches class with many exciting future plans for staff development workshops/seminars and video usage once the rights of the “Shaping” are granted for use.

Summary of how the publication was incorporated

As mentioned in the latter, I am waiting on the copyright status of use before I really use the “Shaping” material and resource to their full potential. But ideas and concepts have been used and adapted to suit the students here in Morocco. I have used the project templates as an on going educational platform building project and the use of reading material that was offered through the Blackboard system. Which in turn has turned out to be a great example of using the internet and technology to further English learning and teaching in the classroom.

Evaluation:

What I have learned in my short time here in Morocco is that change is scary to the majority of people and many of my colleagues and pupils seem skeptical to the new educational values and learning aspects of the “Shaping” material and my own teaching styles and experiences. But I always stress to everyone the importance of an open mind. In a nut shell – it was a tough start at the beginning, but I feel that both my colleagues and pupils are really enjoying the activities and are realizing the great benefits. But to be honest, the videos portray unrealistic realities for the public school systems that my future teacher trainees will soon encounter by lack of resources, materials, technology, access to own classrooms and extremely large class. But it does hold for good discussions on how and what changes we would want to see in the Moroccan school districts.

The “Shaping” materials offers great visuals, resources and ideas to be implemented in the future.

One such idea that I have adapted from the “Shaping” course is the use of on-line newspaper publications – My students love this project and have even decided to continue on with it and run monthly publications on various school, educational, national and international topics.

**ON-LINE RESOURCES FROM ECA/OELP
SHAPING THE WAY WE TEACH ENGLISH**

Manual, CDs

Name: Monica Wiesmann-Hirchert

Host Institution/Country: Ministry of Education - Ankara, Turkey

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Context or Event:

Twenty-four Anatolian high school English teachers and three Ministry of Education representatives are attending a 14-week 'blended' course via Nicenet. Course participants meet bimonthly to discuss upcoming projects and to wrap up previously discussed modules.

Summary of how the publication was incorporated

All *Shaping* materials currently available are being used: CDs, manuals, and checklists available on OELP/UO website. Course participants received CDs with *Shaping* course content; additional materials and online resources were made available via Nicenet. This course mirrors the initial pilot course offered by the University of Oregon; however, course requirements and projects were tailored to meet the needs of current participants.

Evaluation:

Participants were selected and summoned by the Ministry of National

Education and are not volunteers. Therefore, there are teachers who are not willing or familiar enough with computers to be able to actively participate. Some are struggling with sending and receiving emails and accessing content online. Moreover, teachers believe that what they see in the *Shaping* videos is far from their reality and are resistant to trying new techniques and/or strategies suggested. Fortunately, there are about 6 teachers who are truly interested and glad to have been selected to participate. Those teachers have already tried some project-based activities in their lessons and are willing to continue experimenting.

Other comments:

The focus on standardized testing in Turkey is one of the major issues faced by educators, students, and parents. I've learned that even if teachers are willing to prepare lessons that foster creative & critical thinking and promote learner autonomy, most students and parents do not welcome such initiatives. In 10th and 11th grades, the situation worsens. During English lessons, many teachers are pressured into letting students study for the OSS (Ogrenci Secme Sinavi--student selection exam for University) during class time. English is not tested in the OSS, hence the lack of interest.

I am pleased to see that at least 20% of the teachers in the course are actively participating and looking forward to trying new things. If we manage to 'shape' small changes, it will be far better than giving up without trying.

ON-LINE RESOURCES THAT YOU MAY HAVE NOT KNOWN ABOUT OR OVERLOOKED!

FORUM

<http://exchanges.state.gov/forum/>

WEBSITES ORGANIZED BY LEARNING AND TEACHING ENGLISH

<http://oelp.uoregon.edu>

TEACHING PRAGMATICS

<http://exchanges.state.gov/education/engteaching/pragmatics.htm>

LANGUAGE CIVIL AND SOCIETY

<http://exchanges.state.gov/forum/journal/intro.htm>

CLASSROOM ACTIVITIES FROM CIVIC ED

<http://exchanges.state.gov/education/engteaching/civic/curric.htm>

LANGUAGE AND LIFE SCIENCES

<http://exchanges.state.gov/forum/journal/lisintro.htm>

INTERNET FOR ENGLISH TEACHING (CHAPTER 7)

<http://exchanges.state.gov/education/engteaching/ifet.htm>

DICTATION UPDATED: GUIDELINES FOR TEACHER-TRAINING WORKSHOP

<http://exchanges.state.gov/education/engteaching/dictatn.htm>

AN ESSENTIAL BIBLIOGRAPHY FOR ELT AND APPLIED LINGUISTICS

<http://exchanges.state.gov/education/engteaching/eltbib.htm>

GREAT PREPOSITION MYSTERY (CHAPTER 1)

<http://exchanges.state.gov/education/engteaching/gpm.htm>

AFRICA ONLINE COURSE MATERIALS

<http://aei.uoregon.edu/safrica/index.htm>

ONLINE COURSE ON TECHNOLOGY IN TEFL

<http://oregonstate.edu/~healeyd/tefltech/syllabus.html>

WOMEN OF INFLUENCE/NOTABLE AMERICAN WOMEN

<http://usinfo.state.gov/products/pubs/womeninfln/>

HANDBOOK OF INDEPENDENT JOURNALISM

<http://usinfo.state.gov/products/pubs/journalism/index.htm>

EDWARD R. MURROW/JOURNALISM AT ITS BEST

<http://usinfo.state.gov/products/pubs/murrow/>

FOCUS ON: INTELLECTUAL PROPERTY RIGHTS

<http://usinfo.state.gov/products/pubs/intelprp/index.htm>